

Massed Choir July 4<sup>th</sup>, 2011

/1. Vocalizations – playing around with sound start with body then move to sound

Brrrrrrr, zooooom, v v v v, weee (pitch going up), no pitch going down,

Aha! – yes! Maybe aha

Yoodle ay hee hoo

Mmmmm pitch going up and down – follow the leader's melodic contour

Zzzzzzzzzz – changing pitches as well

Why? Kids are great imitators – listening skills

-listen to the kids and use them as models as well

-encourages kids to sing with the teacher and the rest of the group

Count down and sing a scale from 8 – 1 while shaking left hand 8x, right hand 8x, left foot, right foot

Then start at 7 (pitch ti) – 1 and do corresponding actions

Having students sitting in a circle/semi circle helps - proximity

Shoulders massages

Head stretches – never backwards – making vocalizations

Imagine chewing bubble gum starting with one piece and keep adding pieces – over do the chewing action to warm up facial muscles etc

Imaginary garbage nearby - eooooo

Have fun with tongue twisters – West Jet guests, Unique New York, Lip chap Cap etc

Put them on the board

Warm up body with basket ball hoops shots, volleyball spikes, karate chops etc

Rhythmic Reading – put rhythms on a pitch

Curwen hand signs – doh – doh'

Start with soh mi doh

Follow the leaders' hand signs and sing pitch – have students lead

Can have 2 groups following one leader or two etc

Try pentatonic scale – doh remi soh la doh' – improve

Sing scale doh – doh 2 parts starting 2<sup>nd</sup> group when first group is singing mi

Have students lead a part of the warm up – i.e. physical to get them involved – develop sense of ensemble and mutual respect

Breathing

Sit forward on your chair – feet shoulder width apart – analogy of sports and distance between feet for balance etc

String pulls head up, push chin down – find middle for placement of face for singing

Cough gently feeling ‘stomach’ area – discuss how diaphragm works and musculature of singing

Inhale for 2 – exhale for 8 counts on hiss – then let the rest of the air out

Inhale for 2 – exhale for 16 counts on hiss – then let the rest of the air out

Choose any pitch and hum –

Follow leader to know when to start and finish

Change to a higher pitch – same thing

Follow the melodic contour of the leader and hum high low etc

Change to ah and do same thing

Zay zah zay zah zo - descending soh fah mi ray doh- ‘z’ sound as it happens at the front of the face

Starting notes change by semi tones – kids only need the beginning note

Warm up - 1 121 12321 1234321 123454321

Change to solfege syllables – doh doh re doh doh re mi re doh doh re mi fah mi re doh etc

Up and down scale holding top note– on nah

3<sup>rd</sup> apart

– contrary motion